UNIVERSITY OF GUELPH | Office of Teaching and Learning

TEACHING WITH AI CONFERENCE PROGRAM

June 9–13, 2025

Welcome

Welcome to the **2025 Teaching with AI Conference**, hosted by the Office of Teaching and Learning at the University of Guelph. The future of AI in education isn't just about technology—it's about people. It's about building strong, connected communities across institutions and disciplines. This conference is creating vital knowledge pipelines to foster deeper collaboration between colleges and universities to ensure we share insights, reduce duplication of effort, and collectively support our academic communities through this time of rapid change.

We're grateful for the collaboration of so many partners who have made this event possible:

Contact North, the Digital Life Institute, FeedbackFruits, Lakehead University, Laurentian University, McMaster University, Ontario Tech University, Queen's University, Sheridan College, the University of Niagara Falls Canada, the University of Ottawa, the University of Toronto, the University of Waterloo, Wilfrid Laurier University, and ***York University.***

Thank you for being part of this collective effort to shape the future of teaching and learning with AI.

Think boldly, question deeply, & act purposefully.

– ***Shehroze Saharan****, Educational Technology Developer, Office of Teaching and Learning, University of Guelph*

Conference Schedule

use the schedule to navigate

Day 1: Monday, June 09, 2025

Foundations & Frontiers: Understanding the Landscape of AI in Education

– 09:00 AM – 10:30 AM:	*Keynote - Navigating the Uncharted Waters of AI in Education*
– 10:30 AM – 12:00 PM:	*AI in Education: Mapping the Present, Exploring the Future*
– 01:00 PM – 02:30 PM:	*Cross-Institutional Instructor Panel: Faculty Reflections on GenAI in the Classroom*
– 02:30 PM – 03:00 PM:	*Use of AI for Research, Education & Visual Communication – A Show & Tell*
– 03:00 PM – 04:00 PM:	*Unpacking Anthropomorphism: How We Humanize AI and What It Means for Education*

Day 2: Tuesday, June 10, 2025

Designing with Intention: Practical Tools for Purposeful Teaching

– 09:00 AM – 10:30 AM:	*Step-by-Step Guide to Creating Course and Assessment Policies for GenAI*
– 10:30 AM – 12:00 PM:	*Brave Conversations, Safe Spaces: Encouraging AI Dialogue in Higher Ed*
– 12:00 PM – 01:00 PM	*Improving Engagement and Coaching Students in Career-Ready Skills with AI*
– 01:00 PM – 02:30 PM:	*Meeting the Moment with our Assessment Designs*
– 02:30 PM – 04:00 PM:	*Experiences, Opportunities, and Challenges: Faculty Perspectives on Learning with and about GenAI in Undergraduate Courses*

Day 3: Wednesday, June 11, 2025

Power & Perspectives: Centering Students, Ethics, and Equity

- 09:00 AM – 10:30 AM:	*Cross-Institutional Student Panel: Student Voices on the Tools Reshaping Education*
- 10:30 AM – 12:00 PM:	*An Inquirer's Guide to Ethics in AI in Education*
- 12:00 PM – 01:00 PM	*From Conversation to Collaboration: Co-Creating an AI Leadership Playbook for Teaching and Learning in Higher Education*
- 01:00 PM – 02:30 PM:	*Cross-Institutional Educational Support Panel: Guiding the GenAI Transition*
- 02:30 PM – 04:00 PM:	*The AI and Accessibility Paradox: Are We Solving Barriers or Reinforcing Them?*

Day 4: Thursday, June 12, 2025

Tech, Truth, & Tensions: Innovation, Access, and Indigenous Sovereignty

- 09:00 AM – 10:30 AM:	*Learning Made Personal & Course Development Made Easy: Meet Contact North's AI Assistants*
- 10:30 AM – 12:00 PM:	*AI, Indigenous Law, and Land Back: Reclaiming Sovereignty in the Digital Age*
- 12:00 PM – 01:00 PM	*Using AI to Save Faculty Time in Giving Feedback*
- 01:00 PM – 02:30 PM:	*Linguistic Justice in the Age of Artificial Intelligence: A Conversation*
- 02:30 PM – 04:30 PM:	*Unsurfaced Educational Practices & Practical Tips in Graduate Supervision and Undergraduate Learning Skills Support*

Day 5: Friday, June 13, 2025

Teaching Tomorrow: Futures Thinking and the AI-Ready Classroom

– 09:00 AM – 10:30 AM:	*Behind the AI Hub: Engaging Students, Instructors, and Staff in AI Literacy*
– 10:30 AM – 12:00 PM:	*Cross-Institutional Panel of GenAI Future Thinkers: Tomorrow's Classrooms*
– 12:00 PM – 01:00 PM:	*With a Little Help from My Friend AI: Teaching AI Disclosure Through Application of the Artificial Intelligence Disclosure (AID) Framework*
– 01:00 PM – 02:30 PM:	*Back to the Future of AI: Reclaiming Authenticity in Online Learning*
– 02:30 PM – 04:00 PM:	*The Future-Ready Classroom: Adapting Teaching and Assessment for an Evolving Educational Landscape*

Speaker Biographies

(Located at the end of the program, organized alphabetically by last name)

Dr. Alidad Amirfazli
Dr. Johanna Amos
Victoria Armstrong
Dr. Erin Aspenlieder
Tanveer Bhimani
Vanessa Breton
Kate Brothers
Sheri Cecchetto
Dr. Victoria Chen
Yunyi Chen
Nathan Cozzi
Dr. Yasmine Djerbal
Dr. Nadine Fladd
Dr. Sara Fulmer
Dr. Cristina Gheorghiu
Holly Gibbs
Leanne Hagarty
Dr. Alana Harman
Bas Hintemann
Dr. Banafsheh Karamifar
Bronwyn Korb
Dragana Kostic
Dr. Dale Lackeyram
Dr. Christopher Laursen
Marie Lippens
Dr. Karen Lochead
Dr. Ian J. MacDonald
Naina Marwah
Kevin Matsui
Dr. Mary McCaffery
Julia Mellary
Jeannie Meyer
Taryn Michel G'inew Kwe
Dr. Taima Moeke-Pickering
Melissa Montanari
Devon Mordell
Christa Morrison
Ashnaa Narumathan
Kimberley Nault
Siobhan O'Donoghue
Hebatalla Ouda
Dr. Ron Owston
Ryan Papetti
Dr. Isabel Pedersen
Dr. Angela Rooke
Shehroze Saharan
Shehryar Saharan
Dr. Catherine Schoales
Dr. Matthew S.W. Silk
Dr. Joshua Skorburg
Dr. Michelle Spadoni
Dr. Rebecca Sweetman
Athena Tassis
Dr. Ben Lee Taylor
Dr. Stephanie Verkoeyen
Dr. Kari D. Weaver
Dr. Anne Wilcock
Dr. Lesley Wilton

Day 1:

Monday, June 09, 2025

Foundations & Frontiers:

Understanding the Landscape of AI in Education

Dr. Lesley Wilton

Cluster Leader,
Artificial Intelligence in Education (AIED),
Digital Life Institute

Sessional Lecturer III,
Ontario Institute for Studies in Education,
University of Toronto

Day 1: June 09, 2025 | 09:00 AM – 10:30 AM

Keynote:
Navigating the Uncharted Waters of AI in Education

Rapidly evolving as a general-purpose technology, AI is increasingly enmeshed in formal and informal learning environments. Meaningfully integrating AI into teaching and learning requires understandings of what AI is, what it does and what pedagogies (including AI pedagogies) best benefit learners. ***Troubling our thinking is: what are we teaching? and how?—and what is the role of AI?*** We are guided by societal and educational frameworks. Educators have a wide range of technical backgrounds--from little technical understanding to AI experts. In context, technology transience highlights the importance of AI Literacy. Evolving frameworks, such as UNESCOs, are important in navigating both our understandings of teaching with AI and of how learners use AI for learning. AI systems are complex, so the promise of agreed-upon descriptive structures (e.g. consistent model-card type information for each AI tool) may help educators better understand what an AI system actually does and identify its educational value. Responsible use of AI requires us to think critically and to consider the inherent risks of safety, privacy, data collection, bias, explainability and more. **This keynote will guide *staying the course* toward learning as we navigate the uncharted waters of the WHAT and WHY of AI in education.**

Kevin Matsui

Managing Director,
Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI),
University of Guelph

Day 1: June 09, 2025 | 10:30 AM – 12:00 PM

AI in Education: Mapping the Present, Exploring the Future

Much of the use of AI in a teaching and learning context has revolved around **instructor productivity, particularly generating materials used for lectures, classroom activities and assessments - anchored by conventional thinking and traditional processes in terms of delivery.** This is useful and can free up instructors to engage more with students. Concerns around GenAI have included academic integrity and diminished development of evergreen skills like critical thinking, problem solving, communication and creativity. However, to unlock the true potential of AI will require utilizing the ability of AI to **personalize learning pathways and deliver a bespoke experience.** This session will review current and evolving AI technologies and tools, touch on ethical issues and examine future uses. Consideration of how AI in Teaching and Learning fits in an overall institutional AI strategy will also be discussed.

Dr. Alidad Amirfazli

Founding Chair & Professor,
Department of Mechanical Engineering,
York University

Dr. Banafsheh Karamifar

Assistant Professor,
Faculty of Arts,
Laurentian University

Kimberley Nault

Part-Time Professor & PhD Candidate,
Telfer School of Management, Faculty of Arts & Faculty of Engineering,
University of Ottawa

Dr. Joshua (Gus) Skorburg

Associate Professor & Academic Co-Director,
College of Arts & CARE-AI,
University of Guelph

Dr. Anne Wilcock

Professor Emerita,
Ontario Agricultural College,
University of Guelph

Day 1: June 09, 2025 | 01:00 PM – 02:30 PM

Cross-Institutional Instructor Panel: Faculty Reflections on GenAI in the Classroom

As generative AI tools increasingly shape the higher education landscape, faculty across disciplines are **adapting their teaching, assessments, and student engagement strategies.** This cross-institutional panel brings together instructors from diverse fields—engineering, linguistics, philosophy, education, and food science—to share their firsthand experiences experimenting with and integrating GenAI in their classrooms. Panelists will reflect on the promises and pitfalls of GenAI, strategies for fostering critical student engagement, ethical considerations, and how their views on pedagogy are evolving in response to these technologies. Whether cautiously optimistic or deeply critical, their **perspectives offer valuable insights for navigating the pedagogical complexities of AI-enhanced teaching.**

Shehryar Saharan

Assistant Professor,
Faculty of Medicine,
University of Toronto

PhD Student,
College of Engineering and Physical Sciences,
University of Guelph

Day 1: June 09, 2025 | 02:30 PM – 03:00 PM

Use of AI for Research, Education & Visual Communication – A Show & Tell

This brief session offers a practical look at **how AI tools are being used—and can be integrated—into research and education,** with a particular focus on visual communication. Through a series of practical examples and experiments, attendees will learn how AI can support research processes, enhance teaching, and aid in visual content creation for communication and learning.

Most importantly, this session will also address **key ethical and copyright considerations when generating visualizations using AI.** Participants will leave with clear examples, recommended tools, and practical strategies they can apply in their own work.

Athena Tassis

PhD Student,
Ontario Institute for Studies in Education,
University of Toronto

Day 1: June 09, 2025 | 03:00 PM – 04:00 PM

Unpacking Anthropomorphism: How We Humanize AI and What It Means for Education

Why are students thanking chatbots, naming their AI tools, or treating them like they have feelings? As generative AI becomes more conversational and emotionally responsive, it's reshaping how learners interpret and interact with these systems. This session takes a closer look at the **growing presence of anthropomorphism in AI design** and what that means in educational spaces.

We'll explore how human-like language and behaviour in AI **can influence students' mental models** shaping their trust and understanding to these tools. Join us for a conversation that blends research, classroom relevance, and thoughtful critique, and consider how we as educators and AI enthusiasts **can help students think more critically about the technologies they're already using.**

Day 2:

Tuesday, June 10, 2025

Designing with Intention:

Practical Tools for Purposeful Teaching

Shehroze Saharan

Educational Technology Developer,
Office of Teaching and Learning,
University of Guelph

Dr. Christopher Laursen

Educational Developer,
Office of Teaching and Learning,
University of Guelph

Dr. Mary McCaffery

Writing Specialist,
McLaughlin Library,
University of Guelph

Day 2: June 10, 2025 | 09:00 AM – 10:30 AM

Step-by-Step Guide to Creating Course and Assessment Policies for GenAI

As GenAI tools become more integrated into student learning, it's essential for instructors to **establish and clearly communicate course-level expectations around their use.** But what should your policy actually say? How do you ensure it aligns with your learning outcomes, assessment goals, and values as an educator?

This session offers a practical, **step-by-step framework for creating and communicating GenAI policies that are pedagogically sound, equitable, and adaptable.** Drawing on recent institutional guidance and best practices, facilitators will walk participants through aligning assignment design with skill-based learning objectives and determining where, how, and why GenAI might be permitted, restricted, or encouraged. We'll also explore strategies for **clearly communicating these decisions in your course outline, assessment instructions, and classroom dialogue.** Whether you're starting from scratch or refining your current policies, you'll leave with templates, examples, and tools you can immediately adapt for your own context.

Dr. Michelle Spadoni

Associate Professor,
School of Nursing,
Lakehead University

Dr. Catherine Schoales

Assistant Professor,
School of Nursing,
Lakehead University

Day 2: June 10, 2025 | 10:30 AM – 12:00 PM

Brave Conversations, Safe Spaces: Encouraging AI Dialogue in Higher Ed

Over the last two years, we have begun incorporating AI into our fourth-year leadership course. We and our students evaluate and understand the use of AI, its **potential for positive change, and the risks associated with its use.** To apply critical thinking skills to any knowledge or technology, we must first comprehend it. In our course, we set out to understand how AI was being developed and applied in education, to introduce the students to AI to elicit their experiences and integrate its meaningful use in learning practices.

Our goal is to identify the **potential and limitations of AI** (machine learning) by envisioning options to **assess AI critically and contextually rethink what works for us as individuals and as a community of practice.** This session provides an opportunity to work through the beginning of the assignment we gave our students utilizing design thinking.

Ryan Papetti

AI Engineer,
FeedbackFruits

Bas Hintemann

Chief Strategy Officer,
FeedbackFruits

Day 2: June 10, 2025 | 12:00 PM – 01:00 PM

Improving Engagement & Coaching Students in Career-Ready Skills with AI

As educators prepare students for the future, developing critical thinking, feedback literacy, and career-ready skills is more important than ever. But **how can AI help foster these competencies while also enhancing engagement and saving faculty time?**

In this session, Ryan Papetti and Bas Hintemann from FeedbackFruits will explore the potential of generative AI to support student learning across diverse teaching formats. They will showcase Acai Coach, which **provides real-time coaching on peer feedback and critical thinking,** and the Acai Engagement Assistant, which generates pedagogically driven discussion prompts to spark meaningful student interactions.

Devon Mordell

Educational Developer,
MacPherson Institute,
McMaster University

Day 2: June 10, 2025 | 01:00 PM – 02:30 PM

Meeting the Moment with our Assessment Designs

Drawing on our shared experiences teaching and/or supporting instructors, we will collectively consider **how to (re)design our assessments to be authentic, aligned with our learning outcomes, accessible, learner-centred and generative AI-responsive.**

The session will explore **assessment design principles, alternative assessment ideas and ungrading initiatives,** and be informed by lessons from the trenches!

Dr. Alana Harman
Associate Professor,
Faculty of Science,
Wilfrid Laurier University

Dr. Cristina Gheorghiu
Adjunct Professor & Senior Lecturer,
Faculty of Science,
Wilfrid Laurier University

Leanne Hagarty
Lecturer & Course Coordinator,
Lazaridis School of Business and Economics,
Wilfrid Laurier University

Holly Gibbs
Manager & Educational Developer,
Teaching Excellence & Innovation,
Wilfrid Laurier University

Day 2: June 10, 2025 | 02:30 PM – 04:00 PM

Experiences, Opportunities, and Challenges: Faculty Perspectives on Learning with and about GenAI in Undergraduate Courses

In this session, a panel of Wilfrid Laurier faculty will **share their experiences, opportunities, and challenges with integrating GenAI** in course and assessment design for undergraduate classes. Speaking to a range of disciplines, class sizes, and course levels, panelists will walk through **practical strategies for teaching students to learn with and about GenAI**, contextualizing their approaches with their own beliefs about the role of GenAI in teaching and learning in post-secondary institutions.

By the end of the session, participants will be able to **identify key course and assessment design practices to further develop their own teaching toolkits for AI literacy and deepen future-oriented learning** for students in their educational and professional journeys. *Introduction and moderation by Holly Gibbs.*

Day 3:

Wednesday, June 11, 2025

Power & Perspectives:

Centering Students, Ethics,
& Equity

Victoria Armstrong

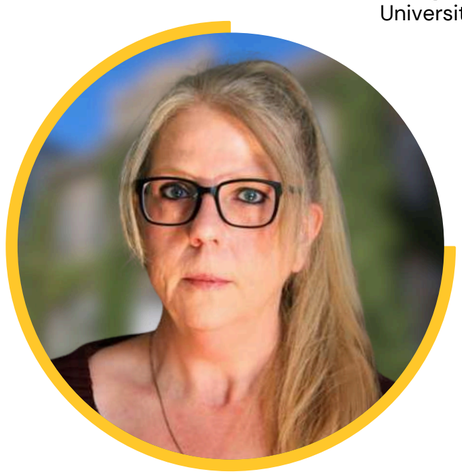
PhD Student,
School of Computing
Queen's University

Nathan Cozzi

BSc Student,
College of Biological Science,
University of Guelph

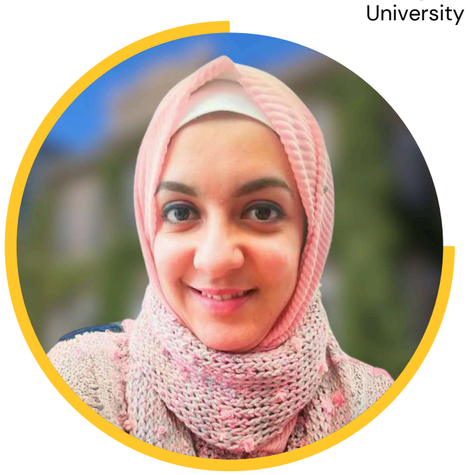
Julia Mellary

MSc Student,
College of Biological Science,
University of Guelph



Jeannie Meyer

BA Student,
Faculty of Arts,
Laurentian University



Hebatalla Ouda

PhD Student & Education Development Associate,
School of Computing & Centre for Teaching and Learning,
Queen's University

Day 3: June 11, 2025 | 09:00 AM – 10:30 AM

Cross-Institutional Student Panel: Student Voices on the Tools Shaping Learning

As generative AI becomes embedded in the learning environments of colleges and universities, **students are not just adapting—they're shaping its use.** From coursework and research to teaching assistantships and policy development, these students offer rich and diverse perspectives on what it means to learn with AI, not just about it. In this candid and forward-looking conversation, panelists will discuss **how GenAI is changing their approach to knowledge, creativity, academic integrity, and classroom engagement—and what they want faculty, administrators, and peers to understand about its evolving role in higher education.** This session is a chance to hear directly from those most impacted by the pedagogical shifts AI is catalyzing—and those best positioned to co-create the future.

Dr. Matthew S.W. Silk

Instructor,
Department of Philosophy,
University of Waterloo & Wilfrid Laurier University

Dr. Ian J. MacDonald

Instructor,
Department of Philosophy,
University of Waterloo

Day 3: June 11, 2025 | 10:30 AM – 12:00 PM

An Inquirer's Guide to Ethics in AI in Education

The use of generative-AI in the classroom raises several ethical challenges. These can include issues ranging from **academic integrity,** concerns about the **accuracy of research,** concerns about the **homogenization of education,** and an **increasing deferment to what an algorithm might claim is true,** concerns about **merit,** and even what the **role of the instructor** should be.

We will **evaluate some potential solutions to these challenges** (such as banning AI altogether or using alternative testing arrangements), noting the limitations of these solutions and the **benefits of focusing on education as a process rather than a result.** We will also consider some potential ways in which AI can be a solution to improving the state of education.

Dr. Erin Aspenlieder

Associate Vice-Provost, Academic
Quality & Teaching Innovation,
Sheridan College

Dr. Sara Fulmer

Acting Director,
Office of Teaching and Learning,
University of Guelph

Day 3: June 11, 2025 | 12:00 PM – 01:00 PM

From Conversation to Collaboration: Co-Creating an AI Leadership Playbook for Teaching and Learning in Higher Education

As artificial intelligence transforms higher education, teaching and learning leaders need practical frameworks and resources to draw-on. This **hands-on working session brings together centre directors, institutional AI champions, and institutional decision-makers to collaboratively refine a draft "AI in Higher Education Teaching and Learning Leadership Playbook."**

Participants will engage with pre-developed frameworks addressing institutional strategy, faculty development, curriculum integration, and assessment redesign. Through structured feedback activities and discussions, we will **enhance these resources with diverse institutional perspectives and identify opportunities for continued cross-institutional collaboration.**

Come prepared to actively contribute your expertise and challenges. You'll leave with access to an evolving Playbook, connections to peers tackling similar priorities, and concrete opportunities to join working groups that will continue developing these essential resources. **This session moves beyond conversation to create actionable guidance that participants can immediately implement at their institutions.**

Tanveer Bhimani

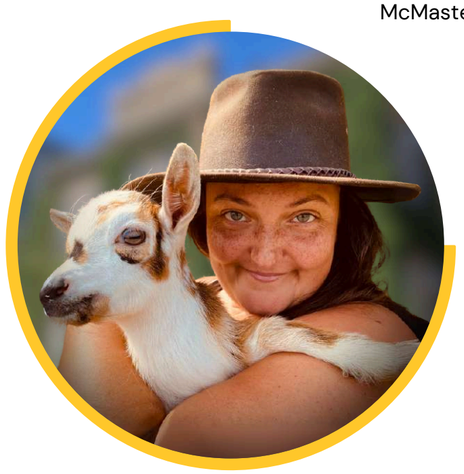
Instructional and Learning Designer,
Lassonde School of Engineering,
York University

Dr. Ben Lee Taylor

Academic Skills Program Coordinator,
Student Success Centre,
McMaster University

Dr. Karen Lochead

Educational Developer,
Centre for Teaching Excellence,
University of Niagara Falls Canada



Dr. Rebecca Sweetman

Associate Director, Learning Environments (Digital & Physical),
Centre for Teaching and Learning,
Queen's University

Dr. Kari D. Weaver

Program Manager,
Artificial Intelligence and Machine Learning,
Ontario Council of University Libraries (OCUL)

Day 3: June 11, 2025 | 01:00 PM – 02:30 PM

Cross-Institutional Educational Support Panel: Guiding the GenAI Transition

Educational developers, instructional designers, librarians, and student support staff have been **essential in leading institutions respond to the rapid rise of generative AI.** This cross-institutional panel brings together leaders in educational support who are actively shaping how GenAI is understood, implemented, and critiqued within postsecondary environments. Drawing on diverse experiences—from supporting faculty through course and assessment redesign to developing AI literacy resources, offering frontline student services, and exploring ethical implications—panelists will share what they've learned through practice. This session offers insight into how educational support professionals are scaffolding this change—and why this work is **vital to creating inclusive, ethical, and pedagogically sound responses to AI in higher education.**

Dr. Yasmine Djerbal

Associate Director,
Centre for Teaching and Learning,
Queen's University

Kate Brothers

Accessibility Teaching and Learning Coordinator,
Faculty of Arts,
Queen's University

Day 3: June 11, 2025 | 02:30 PM – 04:00 PM

The AI and Accessibility Paradox: Are We Solving Barriers or Reinforcing Them?

Generative AI has been positioned as a revolutionary tool for accessibility in higher education, offering real-time solutions such as captioning, automated transcription, text summarization, adaptive individualized learning and more. But is it truly making education more accessible to students with disabilities, and if so, at what price? **Using disability justice as a framework, this session will examine some of the myths of Gen AI and its (potential) promise for educational equity.** In this session, participants will be invited to co-create pedagogical strategies in/for the classroom that centre student agency and meaningful inclusion. We invite participants to learn about (1) disability justice and what it has to **teach us about accessibility** in higher education, (2) how GenAI tools can **impact disabled students' learning experiences** and (3) **what are some questions both educators and learners must ask** when implementing GenAI into their teaching and learning practices.

Day 4:

Thursday, June 12, 2025

Tech, Truth, & Tensions:

Innovation, Access, &
Indigenous Sovereignty

Dr. Ron Owston

Professor Emeritus & former Dean of Education,
Faculty of Education,
York University

Research Associate,
Contact North | Contact Nord

Day 4: June 12, 2025 | 09:00 AM – 10:30 AM

Learning Made Personal & Course Development Made Easy: Meet Contact North's AI Assistants

Join this interactive session to explore two newly developed, **free digital assistants** from Contact North | Contact Nord: AI Tutor Pro and AI Teaching Assistant Pro. AI Tutor Pro **provides learners with dynamic, personalized tutoring on nearly any subject, tailored to various skill levels.** The session will highlight its latest agentic diagnostic feature, multilingual options, interactions based on user-uploaded or OpenStax content, and intuitive voice interface.

Additionally, see how AI Teaching Assistant Pro **streamlines course design for instructors, allowing quick creation of customized multiple-choice questions, essay prompts, and detailed scoring rubrics.** Participants will also learn how the app efficiently produces comprehensive course syllabi, including clear learning outcomes, structured course topics, instructor notes, and ready-to-use PowerPoint presentations. The session will also introduce Learning Shorts—AI-generated videos ideal for presentations or integration into course websites. This session will **offer ample opportunity for participant questions and collaborative discussion.**

Dr. Taima Moeke-Pickering

Director & Professor,
School of Indigenous Relations,
Laurentian University

Sheri Cecchetto

Field Coordinator & Sessional Instructor,
School of Indigenous Relations,
Laurentian University

Taryn Michel G'inew Kwe

Juris Doctor & Lecturer,
School of Indigenous Relations,
Laurentian University

Day 4: June 12, 2025 | 10:30 AM – 12:00 PM

AI, Indigenous Law, and Land Back: Reclaiming Sovereignty in the Digital Age

Artificial Intelligence (AI) is deeply connected to colonialism—both in its extraction of minerals from Indigenous lands and in its exclusion of Indigenous laws and governance. AI requires vast amounts of **lithium, rare earth minerals, and energy,** much of which is taken without the free, prior, and informed consent of Indigenous nations, violating their sovereignty and legal traditions. At the same time, AI is being used in governance, policing, and land claims processes that ignore Indigenous laws, further entrenching colonial control over lands and data.

This session will examine AI through the lens of **Indigenous legal orders, the Land Back movement, and the Truth and Reconciliation Commission's (TRC) Calls to Action.** We will explore how AI reinforces **resource extraction, data colonialism, and corporate control,** while also discussing pathways for asserting Indigenous sovereignty over technology. The TRC's **Call to Action 92** urges corporations to obtain consent before engaging in economic development, while **Call to Action 50** calls for Indigenous legal institutes that could shape AI governance.

How do we ensure AI aligns with Indigenous laws and self-determination? *AI is not neutral—it must be accountable to Indigenous governance. This discussion challenges the role of AI in ongoing colonial systems while envisioning a future where technology serves Indigenous resurgence, justice, and self-determination.*

Ryan Papetti

AI Engineer,
FeedbackFruits

Bas Hintemann

Chief Strategy Officer,
FeedbackFruits

Day 4: June 12, 2025 | 12:00 PM – 01:00 PM

Using AI to Save Faculty Time in Giving Feedback

Grading and feedback are essential but time-consuming tasks for educators. **What if AI could help streamline the process while maintaining high-quality, personalized feedback?**

In this session, Ryan Papetti and Bas Hintemann from FeedbackFruits will explore the opportunities that generative AI offers to **reduce faculty workload and tackle key challenges in feedback and assessment.**

They will also share insights on developing Acai by FeedbackFruits—a pedagogy-driven AI for education—and demonstrate how it **supports faculty in rubric-assisted grading and delivering more personalized feedback.**

Yunyi Chen

Educational Developer,
Centre for Teaching and Learning,
Queen's University

Dr. Johanna Amos

Outreach Manager,
Student Academic Success Services,
Queen's University

Day 4: June 12, 2025 | 01:00 PM – 02:30 PM

Linguistic Justice in the Age of Artificial Intelligence: A Conversation

This conversational workshop **explores the relationship between linguistic justice and generative AI** (GenAI) technologies and considers how linguistic equity can be promoted in academic spaces in the age of artificial intelligence.

Participants will be introduced to linguistic justice as an anti-racist approach to language use and will discover how GenAI tools, **trained predominantly on "White Mainstream English," can amplify linguistic inequities in the classroom.**

Following a discussion of the linguistic challenges posed by GenAI, participants will **collaboratively brainstorm strategies for critically evaluating GenAI outputs and advancing linguistic diversity and equity more broadly.**

Dr. Nadine Fladd
Manager of Graduate Student and Postdoctoral Fellow Programs,
Writing and Communication Centre,
University of Waterloo

Dr. Kari D. Weaver
Program Manager,
Artificial Intelligence and Machine Learning,
Ontario Council of University Libraries (OCUL)

Dragana Kostic
Academic Development and Retention Specialist,
Student Success Office,
University of Waterloo

Dr. Angela Rooke
Manager, Academic Success and Retention,
Student Success Office,
University of Waterloo

Day 4: June 12, 2025 | 02:30 PM – 04:00 PM

Unsurfaced Educational Practices & Practical Tips in Graduate Supervision and Undergraduate Learning Skills Support

Teaching and learning occur in many contexts across the higher education landscape. Despite this reality, most current conversations about teaching with artificial intelligence centre the discussion on the classroom environment.

This session **seeks to complicate this narrative by examining practical recommendations for graduate student supervision and undergraduate learning skills support, two impactful educational practices that largely take place outside a classroom context.**

Day 5:

Friday, June 12, 2025

Teaching Tomorrow:

Futures Thinking & the AI-Ready Classroom

Dr. Victoria Chen

Academic Technology Specialist,
Academic Campus Technology Services,
University of Guelph-Humber

Ashnaa Narumathan

BASc Graduate
Kinesiology,
University of Guelph-Humber

Siobhan O'Donoghue

BAA Graduate,
Media & Communication Studies,
University of Guelph-Humber

Day 5: June 13, 2025 | 09:00 AM – 10:30 AM

Behind the AI Hub: Engaging Students, Instructors, & Staff in AI Literacy

What happens when you give students the tools to lead AI literacy efforts on campus?

This session **explores the creation and impact of an AI Hub at University of Guelph-Humber, designed to raise AI awareness and engagement among students, instructors, and staff.** We'll be sharing the journey of launching the AI Hub, from hiring and training students to the development of our AI booth that encouraged discussion, exploration, and hands-on AI experimentation with tools and resources.

Attendees will get a firsthand experience of the AI Hub's interactive activities.

Dr. Dale Lackeyram

Director,
Centre for Teaching and Learning,
Queen's University

Kevin Matsui

Managing Director,
Centre for Advancing Responsible and
Ethical Artificial Intelligence (CARE-AI),
University of Guelph

Christa Morrison

Business Systems Specialist,
McMaster University

Dr. Isabel Pedersen

Professor & Director,
Faculty of Social Science and Humanities,
OntarioTech University & Digital Life Institute

Dr. Lesley Wilton

Cluster Leader, AIED Digital Life Institute,
Sessional Lecturer III, Ontario Institute for Studies in Education,
University of Toronto

Day 5: June 13, 2025 | 10:30 AM – 12:00 PM

Cross-Institutional Panel of GenAI Future Thinkers: Tomorrow's Classrooms

What does the future of higher education look like in an AI-shaped world? **This cross-institutional panel brings together forward-thinking leaders, researchers, and educators who are not only observing change—they're helping design it.** From ethics and policy to pedagogy and innovation, panelists will explore the pressing questions and possibilities shaping tomorrow's classrooms. **How can we prepare for what's next while ensuring inclusive, responsible, and human-centred approaches to teaching and learning? What institutional conditions support responsible AI integration, and what barriers still exist?** Together, we'll examine emergent trends, share practical strategies, and invite attendees into a conversation about AI futures that are equitable, interdisciplinary, and intentionally designed.

Dr. Kari D. Weaver

Program Manager,
Artificial Intelligence and Machine Learning,
Ontario Council of University Libraries (OCUL)

Instructional Design Librarian,
University of Waterloo Libraries,
University of Waterloo

Day 5: June 13, 2025 | 12:00 PM – 01:00 PM

With a Little Help from My Friend AI: Teaching AI Disclosure Through Application of the Artificial Intelligence Disclosure (AID) Framework

AI disclosure is increasingly critical practice to support academic and research integrity. It also serves as a solid foundation for teaching ethical and productive uses of AI tools across contexts.

This session will introduce the Artificial Intelligence Disclosure (AID) Framework and share practical approaches to teaching AI disclosure in the classroom based on this tool.

Vanessa Breton

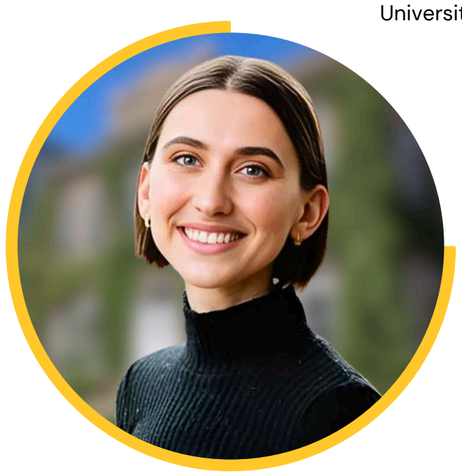
Digital Learning Design Specialist,
School of Continuing Studies,
University of Guelph

Bronwyn Korb

Digital Learning Design Specialist,
School of Continuing Studies,
University of Guelph

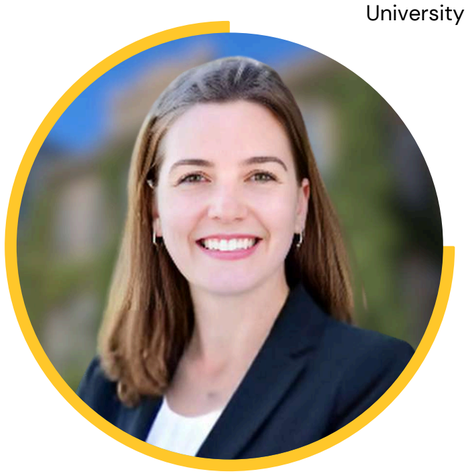
Naina Marwah

Distance Education Student Assistant & BA Student,
School of Continuing Studies & College of Arts,
University of Guelph



Melissa Montanari

Digital Learning Quality Assurance Specialist,
School of Continuing Studies,
University of Guelph



Marie Lippens

Digital Learning Design Specialist,
School of Continuing Studies,
University of Guelph

Day 5: June 13, 2025 | 01:00 PM – 02:30 PM

Back to the Future of AI: Reclaiming Authenticity in Online Learning

AI is transforming higher education, with particularly significant implications for online learning. As institutions expand online offerings, AI presents both opportunities and challenges in designing engaging, equitable, and effective learning experiences. In this panel, we'll **explore how addressing the challenges of AI requires refining our approach to authentic assessment, creating learning experiences that foster deeper engagement and more meaningful measures of student success.** Rather than solely addressing concerns about academic integrity, our discussion will highlight creative, collaborative solutions for integrating AI in a way that supports meaningful student learning, particularly in online/digital learning. **Participants will leave with actionable insights on redesigning assessments, supporting faculty, and preparing students for an AI-driven workforce, along with strategies for navigating conversations around AI and academic integrity at the university and beyond.**

Dr. Stephanie Verkoeyen

Special Advisor, Generative AI,
Office of the Provost,
McMaster University

Day 5: June 13, 2025 | 02:30 PM – 04:00 PM

The Future-Ready Classroom: Adapting Teaching and Assessment for an Evolving Educational Landscape

In this session, **participants will explore scenarios of potential teaching futures developed through strategic foresight activities and apply them to evaluate the resilience of their current approaches.**

Through guided reflection and discussion, educators will **assess how adaptable their teaching and assessment strategies are** in the face of emerging trends, disruptions, and shifts in higher education.

Speaker Biographies

Organized Alphabetically by Last Name

Dr. Alidad Amirfazli

Founding Chair & Professor,
Department of Mechanical Engineering,
York University

Alidad Amirfazli is the founding Chair of the Department of Mechanical Engineering at York University, Toronto, Canada, where he is currently a Professor. His research interests include surface engineering and fluid mechanics, particularly focusing on droplet surface interactions, and recently integration of AI in research. Dr. Amirfazli has contributed significantly to his field with numerous publications and patents, and he has been recognized with several awards and honors for his work, e.g. King Charles III Coronation Medal, Annual Killam Professorship, appointment to the College of New Scholars, Royal Society of Canada, and being a Fellow of Engineering Institute of Canada.

He has also been involved in extensive collaboration with both industry and academic partners. He is passionate about technology and unconventional teaching methods and curriculum development with latest examples being developing AI based systems for teaching and gaming tools.

Dr. Johanna Amos

Outreach Manager,
Student Academic Success Services,
Queen's University

Dr. Johanna Amos works as Outreach Manager at Student Academic Success Services (SASS), Queen's University (Canada), where she supports undergraduate and graduate students in the development of learning strategies and academic writing skills. Johanna holds a PhD in art history and has taught courses in art, fashion, and textile history at various Canadian universities.

She is also a founding member of Open Art Histories, a working group committed to developing and sharing pedagogical strategies for inclusive art histories and, since 2023, has been an active member of the muti-institutional project *Making AI Generative for Higher Education*. Johanna's approach to teaching is rooted in student-centred, skills-based, and alternative pedagogies, and she has a particular interest in linguistic justice and anti-racist approaches to writing instruction.

Victoria Armstrong

PhD Student,
School of Computing
Queen's University

Victoria Armstrong is a final year PhD student at Queen's University in the School of Computing whose research focuses on creating structured dialogue agents. Since 2017, Victoria has been involved in teaching and learning in the School of Computing.

Most recently, she taught a second-year course on Logic for Computing where students were shown how to use Generative AI tools to responsibly engage with course materials.

Victoria has also worked with the Queen's Centre for Teaching and Learning to help create resources for instructors and students on the use of Generative AI in Education.

Dr. Erin Aspenlieder

Associate Vice-Provost, Academic Quality & Teaching Innovation,
Sheridan College

Erin Aspenlieder is the Associate Vice-Provost, Academic Quality and Teaching Innovation at Sheridan College. In this role Erin co-chairs the AI Teaching and Learning working group, which is charged with developing guidelines and resources for educators across the College from the creative industries to applied science and technology.

Prior to joining Sheridan, Erin was the Special Advisor to the Provost on Generative AI at McMaster University where she supported the development of institutional initiatives related to AI in the spheres of teaching and learning, research and operational excellence. She served as co-investigator on a multi-institutional study with Ithaka S+R on opportunities to make AI 'generative' for higher education, and was a lead author for OCGS's "Artificial Intelligence: Considerations for Graduate Research." She has presented across Canada on generative AI and its possibilities and challenges for teaching and learning.

She holds a PhD in English and Cultural Studies and continues to read just for fun and writes about those books (without the help of AI) at **literaryvice.ca**.

Tanveer Bhimani

Instructional and Learning Designer,
Lassonde School of Engineering,
York University

Tanveer Bhimani is an Instructional and Learning Designer at the Lassonde School of Engineering, York University. Since the launch of Generative AI, Tanveer has been at the forefront of integrating AI into teaching and learning practices. She has conducted extensive research on how AI can be utilized in education and its implications, supporting faculty in redesigning assessments and enhancing course design with AI tools.

Deeply committed to shaping transformative learning experiences for students in STEM fields, Tanveer collaborates closely with faculty members to empower learners through engaging course design and innovative teaching strategies. Her holistic approach ensures that education transcends the classroom, leaving an indelible mark on everyone involved. The continuous refinement of methods reflects Tanveer's unwavering dedication to enhancing the educational journey for both Faculty and Students at Lassonde.

Vanessa Breton

Digital Learning Design Specialist,
School of Continuing Studies,
University of Guelph

Vanessa (she/her) is a Digital Learning Design Specialist at the University of Guelph with over a decade of expertise in curriculum design, educational development, and quality assurance in higher education. Passionate about innovation in education, she integrates principles from the Scholarship of Teaching and Learning, Universal Design for Learning, and online learning best practices to drive impactful course development.

Her current work explores the integration of AI into assessment design and grading, with a focus on both its ethical implications and practical applications in enhancing student learning and instructional efficiency.

Kate Brothers

Accessibility Teaching and Learning Coordinator,
Faculty of Arts,
Queen's University

Kate works as the Accessibility Teaching and Learning Coordinator at the Faculty of Arts and Science at Queen's University. She promotes the coordination and collaboration of accessibility information and services to improve the student experience at Queen's.

She produces educational materials, trainings, and services to support this aim, and does so through a disability justice and equity-centered framework.

Sheri Cecchetto

Field Coordinator & Sessional Instructor,
School of Indigenous Relations,
Laurentian University

Sheri Cecchetto (she/her) is an Anishinaabe-kwe from Waabigonii Zaaga'igan (Wabigoon Lake Ojibway Nation) and a field coordinator and sessional instructor at Laurentian University's School of Indigenous Relations. She is also a master's student in Indigenous Relations, focusing on Indigenous governance, self-determination, and knowledge systems.

Sheri's presentation explores AI through Medicine Wheel teachings, examining its impact on governance, cultural safety, and ethics. She highlights Waabigonii Zaaga'igan's leadership in nuclear waste management, ensuring decision-making follows the WLON Regulatory Assessment and Approval Process (WLON-RAAP).

Sheri is committed to centring Indigenous governance in AI and technology discussions.

Dr. Victoria Chen

Academic Technology Specialist,
Academic Campus Technology Services,
University of Guelph-Humber

Victoria is an Academic Technology Specialist at University of Guelph-Humber.

As the creator of the AI Hub at the University of Guelph-Humber, she developed an interactive initiative to engage students, instructors, and staff in hands-on AI exploration and ethical discussions.

Her work focuses on making AI education accessible and practical, equipping learners with the knowledge to navigate and critically engage with emerging technologies.

Yunyi Chen

Educational Developer,
Centre for Teaching and Learning,
Queen's University

Yunyi Chen works as an Educational Developer at the Centre for Teaching and Learning, specializing in Global Learning, Curriculum, and Pedagogy. She champions Queen's commitment to fostering meaningful and equitable global engagement in teaching and learning.

Through her leadership in initiatives and collaboration with instructors, Yunyi is dedicated to enriching curricula across disciplines by weaving in international and intercultural dimensions through a decolonial lens.

She is passionate about fostering a welcoming and inclusive learning environment for all students, especially those from diverse cultural, linguistic, and educational backgrounds in higher education.

Nathan Cozzi

BSc Student,
College of Biological Science,
University of Guelph

Nathan Cozzi recently completed a B.Sc. (Hons.) in Biological Science with a minor in Neuroscience at the University of Guelph. His research interests lie at the intersection of education, biology, and science communication. Nathan was a member of the Social Networks and Pedagogy Lab, where he contributed to a qualitative research project examining how undergraduate biology students use Generative AI on assessments.

He later conducted an undergraduate thesis exploring how professors' attire influences students' perceptions of them as role models, using the framework of warmth and competence. Nathan has also worked with the University of Guelph's Office of Teaching and Learning to develop an Accessibility Resource Index to support instructors in fostering inclusive classrooms. In Fall 2025, he will begin the Master of Teaching program at the Ontario Institute for Studies in Education at the University of Toronto, with the goal of becoming a high school science teacher.

Dr. Yasmine Djerbal

Associate Director,
Centre for Teaching and Learning,
Queen's University

Yasmine works as Associate Director at the Centre for Teaching and Learning (CTL) at Queen's University where she leads the continuous development, planning, and execution of the Centre's programs, projects, and events.

Collaborating closely with Educational Developers at the Centre, the CTL team promotes equity focused, research-informed and evidence-based strategies in teaching and learning. Before moving into this role, Yasmine worked as an Educational Developer in Anti-Racist Pedagogies and Inclusion.

She remains involved in research and teaching, where her interests lie in critical race studies, immigration, citizenship law, gender, and Islamophobia.

Dr. Nadine Fladd

Manager of Graduate Student and Postdoctoral Fellow Programs,
Writing and Communication Centre,
University of Waterloo

Dr. Nadine Fladd (she/her) has worked at the Writing and Communication Centre since 2015, where she supports graduate students, postdocs and faculty throughout all stages of the writing process.

As Manager of Graduate Student and Postdoctoral Fellow Programs, she meets with writers individually, designs workshops on communication topics that are important to graduate students, coordinates intensive support programs like Dissertation Boot Camp, and conducts research about academic writing support and writing processes.

She completed her PhD in English – with a focus on collaborative editing practices in Canadian fiction – at Western University in 2014.

Dr. Sara Fulmer

Acting Director,
Office of Teaching and Learning,
University of Guelph

Sara Fulmer is the Acting Director of the Office of Teaching and Learning at the University of Guelph. Sara's leadership in AI has focused on supporting faculty and academic leaders in navigating AI's implications for teaching and learning with curiosity, collaboration, and care. Through campus-wide initiatives and building partnerships across the institution to create workshops, events, and resources, she is helping to shape a thoughtful, inclusive, and future-oriented approach to generative AI in higher education.

Sara earned a PhD in Developmental Psychology from the University of Notre Dame, and MA, BA, and BEd from Brock University. Her research focuses on student motivation and emotions, effective teaching, assessment of learning and motivation, and professional development for teachers and educational developers.

Dr. Cristina Gheorghiu

Adjunct Professor & Senior Lecturer,
Faculty of Science,
Wilfrid Laurier University

After completing her Ph.D. in Parasitology at McGill University's Institute of Parasitology in 2007 and her DVM from USAMV – Iasi, Romania in 1989, Cristina's academic journey led her to Laurier as a postdoctoral fellow in 2008 and subsequently as an instructor in 2009. The opportunity to engage with students in learning environments has been one of the most valuable and rewarding aspects of her career. She discovered a deep passion for teaching and greatly treasure the opportunities to guide and mentor students. As an instructor teaching a range of Biology and Health Sciences courses, her underlying philosophy is to equip students with the essential tools for success in science while fostering a genuine appreciation for the subject.

Recognizing the transformative potential of AI, she believes it is crucial for students to develop a strong understanding of the capabilities and limitations of Gen AI as a valuable asset for their future professional lives. Consequently, her recent courses feature assignments specifically designed to cultivate familiarity with the best practices and inherent limitations of utilizing Gen AI for scientific literature research, emphasizing effective prompt design and the critical evaluation of the resulting information.

Holly Gibbs

Manager & Educational Developer,
Teaching Excellence & Innovation,
Wilfrid Laurier University

Holly Gibbs is the Manager of Teaching Excellence and Innovation (TEI) at Wilfrid Laurier University, where she engages in educational development to foster a culture of reflective, inclusive, and scholarly teaching. In her TEI role, she supports faculty with their GenAI literacy for pedagogical development and learns alongside colleagues in developing practical strategies to mitigate or integrate GenAI in teaching and learning.

Holly has also been a university educator and practitioner of experiential learning and equity-minded pedagogies for over 15 years in Ontario. For the last 10 years, she has taught in the Faculty of Arts at Wilfrid Laurier University, in both the Applied Social Research Specialization (Sociology) and the Masters of Applied Politics (Political Science), with courses in qualitative methods, social policy analysis, sociology of work, and the graduate research practicum.

Leanne Hagarty

Lecturer & Course Coordinator,
Lazaridis School of Business and Economics,
Wilfrid Laurier University

Leanne is an experienced university educator with a focus on student engagement, competency development and success.

With her academic background (BBA, MEd), she subscribes to an experiential learning approach and teaches a variety of subjects including critical thinking, competencies for university and professional success, responsible use of Gen AI, implications of Gen AI use, business strategy, entrepreneurship, and sustainability.

Leanne's 20+ years of teaching is complimented by past industry experience in a variety of commercial banking positions and current experience as a retail store owner.

Dr. Alana Harman

Associate Professor,
Faculty of Science,
Wilfrid Laurier University

Dr. Alanna Harman is an Associate Professor in Kinesiology and Physical Education at Wilfrid Laurier University. She holds a Ph.D. in Sport Management from Western University, specializing in organizational behaviour.

Dr. Harman’s research focuses on enhancing the Canadian sport environment for diverse stakeholders, as well as exploring innovative teaching methodologies. As an educator, Dr. Harman has undertaken and engages with pedagogical research to enhance her teaching practice. She is committed to preparing students for the complexities of today’s workforce, including the integration of advanced technology.

More recently, her work has expanded to developing artificial intelligence literacy in ways that align with and support course and program learning outcomes.

Bas Hintemann

Chief Strategy Officer,
FeedbackFruits

Bas Hintemann is Chief Strategy Officer at FeedbackFruits, where over the last 9 years he has worked in both Product and Operations.

Leading the Product Management efforts at the company, he is closely involved with product strategy, including how AI can be leveraged in learning design, guidance of students and for reducing the workload of teachers.

Dr. Banafsheh Karamifar

Assistant Professor,
Faculty of Arts,
Laurentian University

Dr. Banafsheh Karamifar is an Assistant Professor of Linguistics and FSL at Laurentian University. Her research focuses on the intersections of AI with linguistics, cultural diversity, discourse, and higher education.

She has co-led two symposiums on AI and higher education, conducted research on AI-enhanced adaptive learning tools, and actively engages in interdisciplinary discussions on emerging technologies, digital literacy, and the social, cultural, and ethical implications of AI.

Bronwyn Korb

Digital Learning Design Specialist,
School of Continuing Studies,
University of Guelph

Bronwyn is a Digital Learning Design Specialist with a specialization in online learning and digital pedagogies. As part of the Digital Learning Design & Innovation team with the School of Continuing Studies, she supports the design, development and implementation of online courses for UofG undergraduate, graduate, continuing education and external client partners.

She approaches her course developments by finding the ‘why’ of learning in an effort to create authentic learning experiences for learners, supporting their achievement of the required skills and objectives. Bronwyn has a special interest in online tools, both AI and non-AI.

She feels strongly that innovations in the online learning tools are opening up the possibilities to reimagine where and how we learn.

Dragana Kostic

Academic Development and Retention Specialist,
Student Success Office,
University of Waterloo

Dragana is an Academic Development and Retention Specialist at the Student Success Office, University of Waterloo.

She oversees the Peer Success Coaching program designed to support students' academic journeys and enhance retention rates.

With a background in both teaching and student affairs, Dragana works with her team on fostering student success and empowering learners to navigate academic challenges effectively. Dragana holds a Master’s degree in English Language and Literature.

Dr. Dale Lackeyram

Director,
Centre for Teaching and Learning,
Queen's University

In his role as Director, Dr. Lackeyram works with the CTL team and the Office of the Vice-Provost (Teaching and Learning) to support the academic priorities of the university and guide the implementation of initiatives and services that promote teaching excellence, pedagogical innovation, inclusive curriculum, and the scholarship of teaching and learning.

Dr. Lackeyram also collaborates to support and enrich Decolonizing, Indigenizing and Universal Design initiatives across the institution.

Dr. Christopher Laursen

Educational Developer,
Office of Teaching and Learning,
University of Guelph

Christopher is an Educational Developer in the Office of Teaching and Learning (OTL) at the University of Guelph. He led the collaboration with the OTL team to define provisional recommendations for the use of generative artificial intelligence, and co-authored a tool to help instructors determine allowable uses of GenAI in in assessments with Mary McCaffery.

Focusing on inclusive and accessible learning using frameworks such as Universal Design for Learning (UDL), Christopher's main approach is to emphasize how collective teaching and learning sustainably benefits community, interdependence, belonging, and wellbeing. In that, Christopher advocates for learning technologies' great assistive potential through mindful and ethical design, and implementation in ways that do no harm and make education more equitable.

Marie Lippens

Digital Learning Design Specialist,
School of Continuing Studies,
University of Guelph

Marie is a Digital Learning Design Specialist with expertise in rapid online and professional learning development, focusing on program lifecycle management and continuous improvement. Recently, she designed and evaluated online learning applications using large language models for medical practitioners, earning the QS Reimagine Education global silver award in 2023.

Marie has also established validated cost and return models for online learning lifecycles, highlighting the importance of regular, incremental program improvements to maximize quality, return on investment, student value, and knowledge mobilization in today's fast-changing environment.

Dr. Karen Lochead

Educational Developer ,
Centre for Teaching Excellence,
University of Niagara Falls Canada

Dr. Karen Lochead is an Educational Developer at the University of Niagara Falls Canada (UNF) and a Political Scientist with over 20 years of university teaching experience. Respected for her knowledge of generative artificial intelligence (GenAI), Karen has delivered numerous presentations on ethical considerations related to AI, assessment in the GenAI era, and approaches to GenAI in teaching and learning. She has also led the development of pivotal AI and education resources including “Guide to Assessment in the Generative AI Era” at the University of Waterloo, “Guide to Generative AI in Teaching and Learning” at Wilfrid Laurier University,” and the soon to be completed “Introduction to Generative AI” at UNF.

Recognized for her expertise in teaching innovation, Karen has also led workshops on ungrading, universal design for learning, pedagogies of care, teaching underprepared students, active learning, the flipped classroom, student engagement, and more. Karen is deeply committed to inclusive education, learner-centred pedagogy, Indigenization, decolonization, and GenAI literacy. She hopes her work will inspire and empower educators to embrace student success-oriented practices and learn more about the opportunities and challenges posed by GenAI in higher education and beyond.

Dr. Ian J. MacDonald

Instructor,
Department of Philosophy,
University of Waterloo

Ian J. MacDonald (PhD) is an educator and writer at the University of Waterloo, where he teaches in Philosophy and Arts First.

He defended his dissertation in 2019 on Charles Peirce, the founder of pragmatism, and won the Peirce Essay Prize. He focuses on the ethics of belief, what it means to believe responsibly, and how issues of critical thinking and social responsibility bear on AI ethics.

He is the co-author of An Inquirer's Guide to Ethics in AI.

Naina Marwah

Distance Education Student Assistant & BA Student,
School of Continuing Studies & College of Arts,
University of Guelph

Naina is a second-year student pursuing a Bachelor of Arts in Psychology with a Co-op.

As a Distance Education Student Assistant, Naina has been involved in editing quizzes, designing courses, conducting image searches, and testing CourseLink sites and templates for usability and intuitive navigation.

She has also collaborated with the library to create or renew ARES lists and maintain up-to-date records of e-reserve items related to each course offering.

Kevin Matsui

Managing Director,
Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI),
University of Guelph

Kevin Matsui is the Managing Director of the Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI) at the University of Guelph. He leads efforts to grow the Artificial Intelligence (AI), Machine Learning (ML), Deep Learning and Data Science community on campus at U of G and ensuring that it is well connected externally. Kevin has spent many years in High Performance Computing (HPC) and the software industry in a variety of management and technical roles combined with an educational background in engineering and business. He has recently taught a graduate engineering course that is an Introduction to AI.

CARE-AI helps support research, academic programs, training, entrepreneurship and strategy in AI at U of G. It uniquely combines ethics, governance, and social responsibility with technical leadership. CARE-AI affiliated academic programs and training programs embed AI ethics and the responsible usage of AI in addition to technology. Beyond post-secondary students, CARE-AI is extending its reach to high school students, mid-career workers, entrepreneurs and even seniors through novel AI training programs and delivery methods.

Dr. Mary McCaffery

Writing Specialist,
McLaughlin Library,
University of Guelph

Mary McCaffery (she/her) is a Writing Specialist with McLaughlin Library's Learning and Curriculum Support Team. She meets with students, staff and faculty to discuss writing projects, and she supports students who use English as their non-dominant language.

Mary also provides workshops in classes and plans in-library programs on a variety of topics. Mary has a PhD in Higher Education from the University of Toronto, an MEd (Education: Curriculum Studies) from the University of Western Ontario, and a post-graduate certificate in TESFL (Teacher of English as Second/Foreign Language) from Algonquin College. In her research, she explores how institutional and social factors impact upon writing instruction and pedagogy.

Julia Mellary

MSc Student,
College of Biological Science,
University of Guelph

Julia Mellary (she/her) is a graduate student in the Department of Integrative Biology at the University of Guelph, working with Dr. Dan Grunspan in the Social Networks and Pedagogy (SNAP) Lab. She discovered her passion for discipline-based education research (DBER) during her BSc in Biomedical Science, also at Guelph. As an undergraduate, she worked on projects investigating how past educational experiences shape instructors' teaching and how undergraduate students' beliefs about teaching change over time.

For her MSc thesis, Julia explored the relationship between undergraduate students' achievement-goal orientations (AGO) and their use of generative AI (genAI). AGO describes students' motivations for achievement: mastery-oriented students focus on developing competence, while performance-oriented students focus on demonstrating competence relative to others. AGO has been linked to academic dishonesty, with mastery-oriented students engaging less. Thus, we hypothesized that performance-oriented students may use genAI to complete assignments without supporting their learning, while mastery-oriented students may use it to deepen understanding. To test this, first-year biology students created concept maps using ChatGPT. Julia will draw on her findings in responses to questions on the Cross-Institutional Student Panel.

Jeannie Meyer

BA Student,
Faculty of Arts,
Laurentian University

Jeannie Meyer is a fourth-year undergraduate student in Interdisciplinary Studies at Laurentian University, researching novel intersections of aging. As a member of the AI Ad Hoc, Academic Planning, and Online Learning Senate Committees, she actively participates in open discussions about shaping AI policies and implementation.

Jeannie also serves on the Elliot Lake Accessibility Advisory Committee, driving practical AI applications to address accessibility challenges by advancing an on-demand transit feasibility study.

She advocates for teaching students the essential skills that enable the ethical and practical use of AI in both theory and application, thereby enhancing rather than impeding academic and professional development.

Taryn Michel G'inew Kwe

Juris Doctor & Lecturer,
School of Indigenous Relations,
Laurentian University

Taryn Michel, whose Spirit name G'inew Kwe was given to her by her Elders, holds a Juris Doctor (JD) with an Indigenous Specialization and is a dedicated educator, researcher, and advocate specializing in Indigenous legal traditions, governance, and social justice. A proud member of Michipicoten First Nation and Marten Clan, she teaches Indigenous Social Work at Laurentian University, where she mentors students and fosters critical discussions on Indigenous rights and legal pluralism.

With a background in law and Indigenous relations, her work focuses on the revitalization of Anishinaabe legal orders and the intersections of Indigenous sovereignty and contemporary governance.

Dr. Taima Moeke-Pickering

Director & Professor,
School of Indigenous Relations,
Laurentian University

Dr. Taima Moeke-Pickering is a Māori scholar of Ngāti Pūkeko and Tūhoe descent, currently serving as a full professor and Director of the School of Indigenous Relations at Laurentian University in Sudbury.

Dr. Moeke-Pickering's Ph.D titled "Decolonisation as a social change framework and its impact on the development of Indigenous-based curricula for Helping Professionals in mainstream Tertiary Education Organisations," reflects her commitment to integrating decolonization principles into educational frameworks. Since joining Laurentian University in 2006, her teaching portfolio encompasses Indigenous research methodologies, international Indigenous issues, and United Nations and Indigenous social work. Dr. Moeke-Pickering's research interests are diverse, focusing on Indigenous cultures, MMIW, Indigenous food insecurity, Women empowerment and Indigenous pedagogies. She has extensive experience working with international Indigenous communities, engaging in evaluative research, big data analysis, and employing photovoice methodologies.

Beyond academia, Dr. Moeke-Pickering actively contributes to discussions on Indigenous rights and women's empowerment. She co-developed the #girlpowereffect, an international blog dedicated to women's rights and has authored numerous op-eds addressing Indigenous and women's issues.

Melissa Montanari

Digital Learning Quality Assurance Specialist,
School of Continuing Studies,
University of Guelph

Melissa Montanari (she/her) is a Digital Learning Quality Assurance Specialist at the University of Guelph's School of Continuing Studies, where she oversees a diverse range of online courses, from university credit to continuing education.

With a background as an instructor and teaching assistant, Melissa is passionate about supporting engaging, equitable, and effective learning experiences that prioritize students while addressing instructor labour challenges in digital contexts.

Devon Mordell

Educational Developer,
MacPherson Institute,
McMaster University

Devon Mordell is a seasoned educational developer whose work focuses on accessibility, assessment design and Digital Humanities pedagogy.

Her practice is shaped by her background in media arts, digital archiving and user experience design. She is passionate about assessment for learning, creative assessment designs and decoupling assessment from grading.

Christa Morrison

Business Systems Specialist,
McMaster University

Christa Morrison is a Business Systems Specialist at McMaster University with extensive experience in AI, teaching, technology, and ethics. She has played a key role in implementing knowledge transfer strategies for institutionally supported technologies, including Copilot. As a Digital Pedagogy Specialist, she designed a wide variety of MOOCs and online courses and guided the creation of innovative digital platforms with chatbot integrations.

Christa is an active member of global communities of practice, including the Responsible AI Institute. She often participates as panel member and presented at numerous conferences on AI in higher education, digital transformation, and ethical technology use. Her volunteer work includes serving as a judge and mentor for Technovation's AI for Families and Coding for Girls initiatives and extends to the McMaster Children and Youth University where her most recent public lecture "With a Little Help from My Friends: Growing Up with AI," focused on supporting families with their children's learning and well-being in an AI-driven world.

Christa is dedicated to promoting responsible technology use, with a strong focus on privacy protection and good data governance practices. Passionate about enhancing mental health and well-being through digital tools, she advocates for their ethical and effective use. She also serves on the editorial board of a newly launched interdisciplinary research ethics journal.

Ashnaa Narumathan

BASc Graduate
Kinesiology,
University of Guelph-Humber

Ashnaa Narumathan is a graduate of the Kinesiology program at the University of Guelph-Humber. Their interest in AI was catalyzed by their involvement in the Agora Fellowship, where they engaged in weekly discussions on the topic of Artificial Intelligence and Humanity.

Through this experience, they were exposed to the various ethical, societal, and technological implications of AI and have become interested in exploring its potential to transform different sectors of society, starting with the field of education.

Kimberley Nault

Part-Time Professor & PhD Candidate,
Telfer School of Management, Faculty of Arts & Faculty of Engineering,
University of Ottawa

Kimberley Nault is a Part-Time Professor and PhD candidate in the Digital Transformation and Innovation program at the University of Ottawa. Her research focuses on the impacts of Generative AI tools on human knowledge and skills, examining their implications at the individual, educational and organizational levels.

Recognizing the benefits and challenges of GenAI, Kimberley advocates for a balanced approach to their adoption in classrooms. In her teaching, she combines traditional methods of teaching and knowledge acquisition with the use of GenAI, encouraging students to critically assess its role in meeting immediate task demands while considering long-term implications.

Through this approach, she aims to equip learners with the skills both maintain necessary domain knowledge and skill, as well as how to benefit from evolving technology.

Siobhan O'Donoghue

BAA Graduate,
Media & Communication Studies,
University of Guelph-Humber

Siobhan is a graduating student from the Media and Communication Studies program at the University of Guelph-Humber (UofGH). As a Research Assistant at UofGH's AI Hub, she explores the ethical and innovative use of AI in education. Her passion for media began at a young age, sparking her curiosity about how technology influences the way we work, connect, and innovate.

This naturally led to an instant fascination with AI and all of its potential on various industries. Siobhan is dedicated to promoting responsible AI use and believes it can be a transformative tool for positive societal change.

Hebatalla Ouda

PhD Student & Education Development Associate,
School of Computing & Centre for Teaching and Learning,
Queen's University

Hebatalla Ouda is a Ph.D. student and research assistant at Queen's University, where she explores the role of emerging technologies in healthcare and education. Her research focuses on developing intelligent healthcare applications by leveraging generative AI, metaverse technologies, and real-time data analytics to enhance remote patient monitoring, diagnosis, and surgical precision. Hebatalla is deeply passionate about educational development and innovation. She has received the Excellence in Teaching Award from the School of Computing and the SGPS Teaching Assistant/Teaching Fellow Excellence Award in recognition of her ability to create inclusive, student-centered learning environments.

As an Education Development Associate at the Centre for Teaching and Learning (CTL), she supports new educators by developing resources, mentoring faculty, and leading workshops on teaching best practices. Her work focuses on how educators can thoughtfully integrate AI to support critical thinking, creativity, and personalized learning, while also navigating the ethical and pedagogical challenges that come with it. As a panelist for the Generative AI in Teaching and Learning discussion, Hebatalla brings a practical perspective on AI's role in education, emphasizing its opportunities, limitations, and impact on teaching practices.

Dr. Ron Owston

Professor Emeritus & former Dean of Education,
Faculty of Education,
York University

Research Associate,
Contact North | Contact Nord

Dr. Ron Owston is a Research Associate specializing in AI in Higher Education at Ontario's Contact North | Contact Nord. He is leading the development of innovative **AI-based digital assistants** to support teaching and learning, including AI Tutor Pro and AI Teaching Assistant Pro.

A pioneer in educational technology research since the early days of the web, Dr. Owston is University Professor Emeritus, former Dean of Education, and founding Director of the Institute for Research on Learning Technologies at York University in Toronto. He has spoken and delivered webinars at numerous national and international conferences and authored over 100 commissioned studies and articles in top-tier journals.

Dr. Owston ranks among the most cited blended learning researchers globally according to Google Scholar. More information can be found on his **website**.

Ryan Papetti

AI Engineer,
FeedbackFruits

Ryan Papetti is an AI Engineer at FeedbackFruits, where he has worked for the last 2.5 years. He has passionately worked on the development of AI in education, most notably the Acai Feedback Coaches and Engagement Assistant.

Prior to his FeedbackFruits experience, he worked as a Data Science consultant in the United States, where he is from.

In his spare time, he loves playing basketball, taking care of his plants, and exploring foreign grocery stores.

Dr. Isabel Pedersen

Professor,
Faculty of Social Science and Humanities,
OntarioTech University

Director,
Digital Life Institute

Dr. Isabel Pedersen is a Professor of Communication and Digital Media Studies at Ontario Tech University, specializing in the intersection of technological change and its cultural, ethical, educational, and political implications and also Director of Digital Life Institute.

Dr. Pedersen's research focuses on the lifecycle of technology—design, adoption, and adaptation—with a particular emphasis on Artificial Intelligence. On the topic of Education and AI, she has published on AI Ethics, AI literacy, and the cultural adoption of AI.

Dr. Angela Rooke

Manager, Academic Success and Retention,
Student Success Office,
University of Waterloo

Angela is the Manager of Academic Success and Retention at the University of Waterloo's Student Success Office.

In this role, she leads a team of academic development and retention specialists who support students with learning strategies and academic skills through workshops, online micro-courses, web content, 1:1 advising, and through for-credit academic skills courses.

Shehroze Saharan

Educational Technology Developer,
Office of Teaching and Learning,
University of Guelph

As the Educational Technology Developer at the Office of Teaching & Learning, Shehroze Saharan leads institutional AI strategy at the University of Guelph. His expertise in Artificial Intelligence in Education (AIED) empowers faculty, instructors, and students to navigate the complexities of modern education. With a strong focus on advancing digital pedagogy, Shehroze spearheads initiatives that promote the responsible, ethical, and impactful integration of AI into teaching and learning.

He leads the annual Teaching with AI Conference, which equips leaders, educators, students, and policymakers with practical, actionable strategies for AI adoption in education.

Shehroze holds a Bachelor's degree in Biomedical Science with a Minor in Media & Cinema Studies and a Master of Information, specializing in Information Systems Design, Knowledge Management, and Knowledge Mobilization. He is currently pursuing a Ph.D. in Curriculum and Pedagogy at the Ontario Institute for Studies in Education (OISE), University of Toronto. His research focuses on digital technologies in education and the role of AI in teaching and learning.

Shehryar Saharan

Assistant Professor,
Faculty of Medicine,
University of Toronto

Shehryar (Shay) Saharan serves as an Assistant Professor in the Master of Science in Biomedical Communications program at the University of Toronto, where he specializes in teaching visualization technologies and interactive design for scientific communication.

His research focuses on understanding the complex interplay and mutual influences of scientific accuracy, design strategy, visual treatment, and pedagogical goals in scientific visualizations, particularly when applied to engineering education.

Shay is also a Toronto-based scientific visualizer & designer and founder of award-winning ss design studio Inc; he works with organizations at the intersection of science, medicine, education and technology to communicate complex concepts through impactful and memorable visualizations.

Dr. Catherine Schoales

Assistant Professor,
School of Nursing,
Lakehead University

Cathy Schoales has been practicing nursing for close to 48 years. She has worked as a bedside nurse, a nurse educator in intensive care and burns, a clinical/lab instructor, and faculty in the School of Nursing. Her PhD research focuses on the social norms of nursing practice and the impact of these norms on nurses' sense of belonging.

She has a strong interest in AI and its applications in teaching, learning, and healthcare. AI has the potential to both support and harm healthcare, making it essential to engage in research and teaching that enhances learning while fostering critical evaluation of the information obtained and used from AI. Connecting AI to social norms, she emphasizes the importance of understanding how nursing students perceive AI and the ethical considerations surrounding its use.

Dr. Matthew S.W. Silk

Instructor,
Department of Philosophy,
University of Waterloo & Wilfrid Laurier University

Matthew S.W. Silk (PhD) is an instructor of philosophy at the University of Waterloo and Wilfrid Laurier University. His philosophical background is in the philosophy of science, pragmatism, and in value theory.

He is the co-author of An Inquirer's Guide to Ethics in AI and the founder of the Ethics of AI Society of Waterloo, and the host of the Reconstructing Philosophy Podcast.

Silk is also a new analyst for the Prindle Post, run by the Janet Prindle Institute of Ethics out of DePauw University. He also studies the ethics of outer space.

Dr. Joshua (Gus) Skorburg

Associate Professor & Academic Co-Director,
College of Arts & Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI),
University of Guelph

Joshua August (Gus) Skorburg is Associate Professor of Philosophy, Academic Co-Director of the Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI), and Faculty Affiliate at the One Health Institute at the University of Guelph in Ontario, Canada.

His research spans topics in applied ethics and moral psychology, with a special emphasis on the ethics of AI.

Dr. Michelle Spadoni

Associate Professor,
School of Nursing,
Lakehead University

Michelle Spadoni has been practicing nursing for nearly 43 years in cancer care, with teaching playing an important role, from clinical educator to formal academic teaching positions. What inspires her as a practitioner, teacher, researcher, artist, sister, and daughter is a deep curiosity for how people make meaning of their world and what is important to them.

She belongs to a generation inspired by The Jetsons, flip phones, email, and that thing called Facebook, and indeed, the contemporary use of AI for clinical decision-making and the so-called magic of robotics.

Her teaching is informed by the likes of bell hooks, Gadamer, John Caputo, David Jardine, Richard Wagamese, Lisa Bourque Bearskin, Emily Carr, and Maud Lewis...

Dr. Rebecca Sweetman

Associate Director, Learning Environments (Digital & Physical),
Centre for Teaching and Learning,
Queen's University

Rebecca Sweetman serves as Associate Director, Learning Environments (Digital & Physical) at Queen's University, where she collaborates with educators to create accessible, inclusive, and pedagogically grounded learning experiences.

With over 20 years of experience in educational design and leadership, she focuses on aligning technology use—AI included—with meaningful, equity-driven teaching and learning goals. Her PhD research explores design interventions for transformative justice in education.

A former NGO founder and documentary filmmaker, Rebecca brings a critical, creative lens to educational development, and is committed to using technology thoughtfully to support diverse learners and more just futures.

Athena Tassis

PhD Student,
Ontario Institute for Studies in Education,
University of Toronto

Athena Tassis is a PhD student in Curriculum and Pedagogy, with an emphasis on Digital Technologies, at the Ontario Institute for Studies in Education (OISE), University of Toronto. She holds a Master of Education from Harvard University, where she specialized in Learning Design, Innovation, and Technology. Her research examines the role of Artificial Intelligence (AI) in education, with a focus on how students and educators interact with AI systems, the development of AI literacy, and the implications of human AI collaboration in learning environments.

She is a member of both the PeppeR Lab and the Innovative Dynamics in Educational Language Assessment Lab (IDELA) at OISE, contributing to interdisciplinary research on educational technology, pedagogy, and the evaluation of assessment practices using AI. In addition to her academic work, Athena has worked across sectors to support the development of AI integrated learning solutions and to advance best practices in adult learning, including workforce development and training. She brings a strong commitment to advancing thoughtful, responsible uses of AI in education and is actively engaged in the growing conversations shaping this evolving field.

Dr. Be Lee Taylor

Academic Skills Program Coordinator,
Student Success Centre,
McMaster University

Ben Lee Taylor received his PhD in English from York University in 2021, where his dissertation examined the intersections of gender politics and artistic production in early 20th century satire.

His experiences teaching during and after the COVID-19 pandemic, however, enabled him to pursue a postdoctoral fellowship with McMaster University's MacPherson Institute. In this position, he launched a study (results pending) investigating how university and college instructors in Canada continue to respond to generative AI through assessment practices.

He currently oversees writing support programs and services for undergraduate and graduate students with McMaster's Student Success Centre, and his thinking about the role that generative AI can and should play in the writing process fluctuates daily.

Dr. Stephanie Verkoeyen

Special Advisor, Generative AI,
Office of the Provost,
McMaster University

Stephanie Verkoeyen is the Special Advisor, Generative AI at McMaster University where she has been at the forefront of raising awareness and responding to its implications for higher education at McMaster.

Stephanie has extensive experience facilitating interdisciplinary conversations and creating practical resources around Generative AI, and produces and hosts the podcast **AI Dialogues**.

Dr. Kari D. Weaver

Program Manager,
Artificial Intelligence and Machine Learning,
Ontario Council of University Libraries (OCUL)

Instructional Design Librarian,
University of Waterloo Libraries,
University of Waterloo

Dr. Kari D. Weaver (she/her) is the Program Manager for Artificial Intelligence and Machine Learning with the Ontario Council of University Libraries (OCUL), Learning, Teaching, and Instructional Design Librarian at the University of Waterloo Libraries, and a Sessional Faculty Member in the Department of Leadership, Higher, and Adult Education at the Ontario Institute for Studies in Education at the University of Toronto.

Her extensive teaching experience shapes her leadership of information literacy, digital literacy, and artificial intelligence literacy at the University of Waterloo and with OCUL across Ontario. Her extensive research background centres on the intersection of human information behaviour and pedagogy and addresses a wide range of topics including information literacy, academic integrity, misinformation, scientific communication, educational research methods, online learning, and digital accessibility. Beyond her work in academic libraries, Dr. Weaver is on the executive committee of the Trust in Research Undertaken in Science and Technology (TRuST) scholarly network, an interdisciplinary community of scholars exploring the concept of public trust across medical, technological, and other scientific research co-directed by Nobel Laureate Dr. Donna Strickland and Canada Research Chair Dr. Ashley Rose Mehlenbacher.

Dr. Anne Wilcock

Professor Emerita,
Ontario Agricultural College,
University of Guelph

Dr. Anne Wilcock is a University Professor Emerita at the University of Guelph. For the past several years, she has taught a graduate course in the Food Safety & Quality Assurance graduate program. In that course, students conduct independent research on topics relevant to food safety or quality and write technical papers suitable for publication in refereed journals. Students initially use AI to prepare short papers, do peer evaluations, and then prepare research proposals. They then critically analyze and revise their research proposals in order to gain an understanding of the strengths and weaknesses of AI usage in research.

Anne is a relative newcomer to AI, having introduced it into the course this year because most of the students were already using it without guidance when writing papers. Anne saw this as an opportunity to re-focus this usage to create “AI literacy” for her students about to enter the food industry.

Dr. Lesley Wilton

Cluster Leader,
Artificial Intelligence in Education (AIED),
Digital Life Institute

Sessional Lecturer III,
Ontario Institute for Studies in Education,
University of Toronto

Lesley Wilton, PhD, OCT, a former Microsoft Systems Engineer, is an accomplished academic with demonstrated leadership in AI in Education (AIEd) and AI literacy. Dr. Wilton has been teaching and researching for more than a decade at OISE, University of Toronto. She is also a former Assistant Professor (CLT), Teaching Stream (YorkU). Dr. Wilton developed and has been teaching the education field’s graduate courses, Introduction to AI in Education and AI Ethics for almost 6 and 2 years respectively – early offerings for higher education. Dr. Wilton has been the AIEd Cluster Leader at Digitallife.org, an international community of researchers examining the human and social dimensions of digital technologies. Dr. Wilton’s scholarly work includes authorship on peer-reviewed papers such as AI Context Counts in Education and Where is the AI? AI Literacy for Educators.

As a recognized expert, she actively contributes to the IEEE, where Dr. Wilton is Vice-Chair of the P7015 SA (Draft Standard for Data and AI Literacy, Skills and Readiness), is chairing an IEEE SA committee updating the Concepts for Classification of Adaptive Instructional Systems (AIS) whitepaper and serves on the workgroups IEEE AIS P2247.4 Ethically Aligned Design of AI in AIS and IEEE SA P3396 Defining and Evaluating AI Risk, Safety, Trustworthiness, and Responsibility.
Dr. Wilton strongly advocates for AI Literacy and ethical AI in education.

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